

## Guide to Planning Repeated Interactive Read Alouds that Support Close Analytic Reading

1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.
4. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).
6. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards.  
*Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

This guide borrowed and adapted from two sources: Achieve the Core's Read Aloud Project; *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

**Interactive Read Aloud Planning Sheet**

What area of the interactive read aloud experience are you interested in exploring?

- Integration of standards
- Selection of high quality, content-rich, complex text
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
- Creation of authentic culminating tasks

What is your goal? \_\_\_\_\_  
\_\_\_\_\_

How might you know that you achieved that goal? \_\_\_\_\_  
\_\_\_\_\_

What might be some steps for learning more about your interactive read aloud area of interest? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your next steps to move to application with this area? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How might this area of study impact student learning? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

- *Quantitatively complex texts* provide experience with high-level vocabulary, sentence length, and word structure that build a foundation in the continuum towards postsecondary and workforce preparedness.
- *Qualitatively complex texts* present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

### A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

- 1) Qualitative dimensions of text complexity.** In the standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.
- 2) Quantitative dimensions of text complexity.** The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.
- 3) Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of the subject.

*English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects  
Appendix A: Research Supporting Key Elements of the Standards*

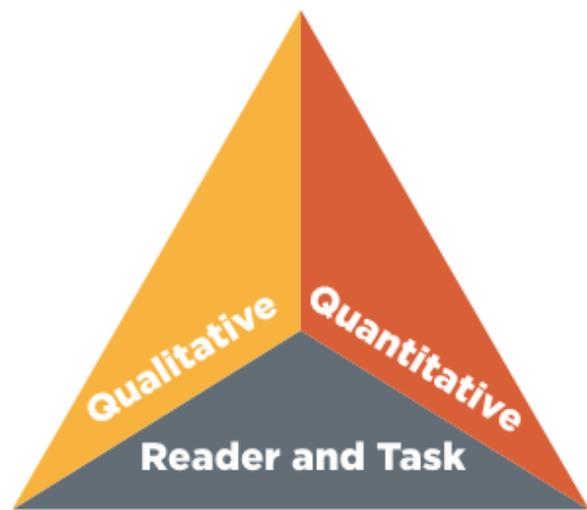
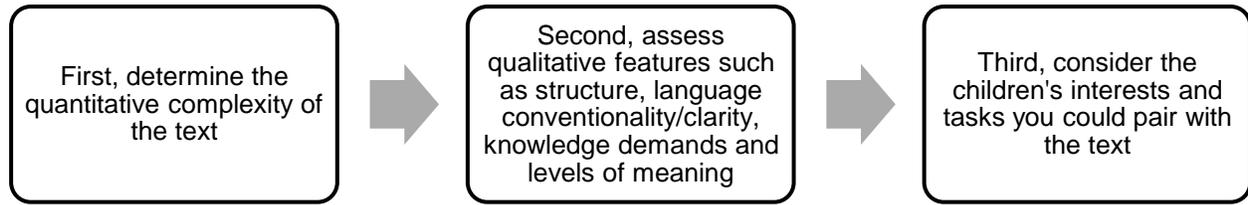


Figure 1: The Standards' Model of Text Complexity

## Guidelines for Text Complexity Analysis



**First, determine the quantitative measure to place a text in a grade-level band.**

**Lexile to Grade Level Correlation**

Grade	Independent Reader Measures 25 <sup>th</sup> percentile to 75 <sup>th</sup> percentile
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Quantitative complexity—such as word frequency, sentence length, and text cohesion—is best analyzed by a computer and is difficult for a human reader to evaluate. There are multiple tools for determining the quantitative complexity of a text (e.g., ATOS, Degrees of Reading Power, Flesch-Kincaid, The Lexile Framework, SourceRater).

For a read aloud to be quantitatively complex, its lexile should be 1-2 grade levels above students' current grade level. In early grades classrooms, the lexile may be even more than two grade levels above.

**Second, using your professional judgment, perform a qualitative analysis of text complexity to situate a text within a specific grade level.**

Qualitative tools measure such features of text complexity as text structure, language clarity and conventions, knowledge demands, and levels of meaning and purpose that cannot be measured by computers and must be evaluated by educators.

**Structure:** Text structure refers to the ways authors organize information in a text. Structure can range from complex to simple.

Complex Structure	Simple Structure
Implicit and unconventional structure	Well marked, conventional structure
Use flashbacks, flash forwards, multiple points of view, and other manipulations of time and sequence	Sequenced in chronological order
Informational texts that conform to the norms and conventions of a specific discipline (such as an academic textbook or history book)	Informational texts that do not deviate from the conventions of common genres and subgenres
Graphics are complex, provide an independent source of information, and are essential to understanding a text *	Graphics are simple and supplementary

\* Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.

**Language Conventionalty and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (e.g., general academic and domain-specific vocabulary).

**Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

**Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (e.g., satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

**Third, educators should evaluate the text in light of the students they plan to teach and the task they will assign.**

Consider possible struggles students might face, as well as brainstorm potential scaffolding to support students in unpacking the most complex features of the text. Reader and task considerations enable the educator to “bring” the text into a realistic setting—their classroom.

Some elementary texts contain features to aid early readers in learning to read that are difficult to assess using the quantitative tools alone. Educators must employ their professional judgment in the consideration of these texts for early readers.

- Retrieved and adapted from  
[www.ccsso.org/Navigating\\_Text\\_Complexity](http://www.ccsso.org/Navigating_Text_Complexity)

**Text Complexity: Qualitative Measures Rubric<sup>1</sup>**

**LITERATURE**

Text Title _____	Text Author _____		
Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<p><b>TEXT STRUCTURE</b></p> <ul style="list-style-type: none"> <li><b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> <li><b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li><b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li><b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Is clear, chronological or easy to predict</li> <li><b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<p><b>MEANING</b></p> <ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li><b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<p><b>KNOWLEDGE DEMANDS</b></p> <ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li><b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li><b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

**Text Complexity: Qualitative Measures Rubric**  
**INFORMATIONAL TEXTS**

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an expanded range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li><b>Text Features:</b> If used, are essential in understanding content</li> <li><b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li><b>Text Features:</b> If used, directly enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li><b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li><b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li><b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>	
	<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic; subject-specific, or overly academic</li> <li><b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li><b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
	<b>PURPOSE</b>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Subtle and intricate, difficult to determine; includes many theoretical or abstract elements</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Implied but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li><b>Purpose:</b> Explicitly stated, clear, concrete, narrowly focused</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</li> <li><b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</li> <li><b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</li> <li><b>Intertextuality:</b> Few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subject Matter Knowledge:</b> Relies on everyday, practical knowledge; includes simple, concrete ideas</li> <li><b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>	

## Reader and Task Considerations

After analyzing a text for complexity, consider

1. the needs and interests of the **reader (your students!)**, and
2. the type of **task** that will support students in comprehending the text's meaning(s).

### Reader Considerations

- Will my students enjoy this text? Will they find it engaging?
- What will challenge my students most in this texts? What supports can I provide?

### Task Considerations

What do you want students to demonstrate after reading this text? (e.g., key text understanding, academic vocabulary, fluency, etc.?)

- Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text

Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?

- Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text

How is this text best presented to children and how can this text be used with other texts?

- Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

- Retrieved from [www.ccsso.org/Navigating\\_Text\\_Complexity](http://www.ccsso.org/Navigating_Text_Complexity)

## Creating Text Sets

### What is a text set?

A text set is a collection of related texts organized around a topic, theme, or line of inquiry. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set. The anchor text is often read aloud to students more than once.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

<b>Step One</b>	
<i>Identify the Anchor Text and Formulate a Line of Inquiry for the Set</i>	The first step is to identify an anchor text and formulate an overall line of inquiry for the set. This can happen in either order. An educator may first identify an anchor text, from which they formulate a line of inquiry for the set OR an educator may choose to first identify a topic for a unit of study and then seek out an anchor text around which to build the set. The most important part of this step is that the anchor text be a grade-level complex text that meets the complexity demands of the Standards and is worthy of the time and attention of students. Without a rich anchor text, it is impossible to create a worthwhile text set.
<b>Step Two</b>	
<i>Step Two: Use Databases to Research Texts around the Topic</i>	Once you have identified the anchor text and line of inquiry for your set, you can use a variety of databases to search for texts. Sometimes you will need to adjust your search terms to find a range of texts on a topic. Several databases allow you to organize texts according to quantitative measure ( <a href="http://www.lexile.com/fab/">http://www.lexile.com/fab/</a> ).
<b>Step Three</b>	
<i>Step Three: Evaluate Texts for Inclusion in the Set</i>	<ul style="list-style-type: none"> <li>• Does the text contribute to the students building a body of knowledge connected meaningfully to the anchor text?</li> <li>• Is the text worthy of student time and attention?</li> <li>• Does the text contribute to a range and balance of text types and formats in the overall set?</li> <li>• Does the text contain new information that students likely don't already know?</li> <li>• Does the text build background knowledge that will help students comprehend later texts and experiences?</li> <li>• Does the text contain information that is useful in the real world?</li> <li>• Does the text contain information that is relevant to students' needs or interests? Does it help them answer questions or solve problems?</li> <li>• Does the text contain information that helps students connect their own experiences and situations to others and to the broader world?</li> <li>• Is the content of the text authentic and does it lend itself to further research, exploration, and inquiry?</li> </ul>

<b>Step Four</b>	
<i>Step Four: Refine, Finalize, and Produce Text Set</i>	Continue to refine your selections until you are satisfied that you have a range and balance of texts that support student engagement with the line of inquiry. Then, finalize your selections and document the text set for use in your instructional unit and to share with other educators. In documenting your set, we recommend including the title, author, quantitative measure, source, text type, and brief summary/justification for including the text in the set.

- List borrowed and modified from three sources: *Guide to Creating Text Sets*, retrieved from [www.ccsso.org](http://www.ccsso.org); *The importance of content rich texts to learners and students*, retrieved from Oxford University Press English Language Teaching Global Blog; and *Informational Text and Young Children: When, Why, What, Where, and How* by Dr. Nell K. Duke

**Blank Text Set**

<b>Text Set Title:</b>	
<b>Text Set Grade Placement:</b>	
<b>Enduring Understandings</b>	
<b>Text and Resources</b> (Indicate in what order the supporting works are to be introduced and taught.)	
<b>Anchor Text</b>	<b>Title:</b> <b>Author:</b>
<b>Supporting Works</b>	<b>Book(s)</b> 1. 2. <b>Article(s)</b> 3. 4. <b>Poem(s)</b> 1. 2. <b>Infographic(s)</b> 3. 4. <b>Other Media</b> 5. 6.  <b>Supporting Works will be introduced/taught in the following order:</b>
<b>Standards</b>	
<b>Knowledge</b>	<b>Skills</b>
<b>Rich, Authentic Task</b>	

## Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.
2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
  - Literal: Understanding what the text says at a surface level from the key ideas and details
  - Inferential: Understanding what the means and how it works from the perspective of craft and structure of the text
  - Analytical: Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas
3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.
5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.
6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.
7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

-Downloaded and adapted from <http://achievethecore.org/page/45/short-guide-to-creating-text-dependent-questions>

## Steps in Question Planning

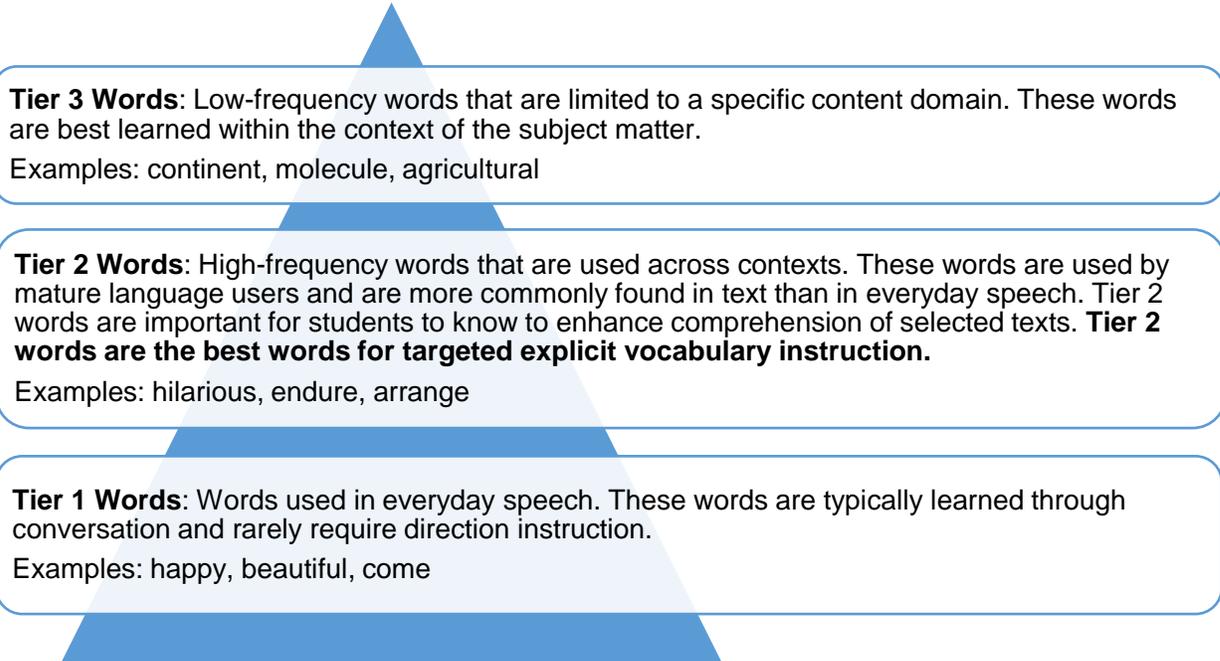
<b>Step 1: Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.</b>		
Category of Comprehension	Description	Question Options
<b>Locate and Recall</b>	Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text	<ul style="list-style-type: none"> <li>• What is the main idea of this section?</li> <li>• What details did the author give about _____?</li> <li>• Who were the main characters in _____?</li> </ul>
<b>Integrate and Interpret</b>	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images	<ul style="list-style-type: none"> <li>• How did (character) feel when _____? Why did he feel that way?</li> <li>• What connections can we make to events/facts across the text?</li> <li>• What similarities and differences do we see with _____?</li> </ul>
<b>Critique and Evaluate</b>	Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text	<ul style="list-style-type: none"> <li>• What do you think is the most important message in this text?</li> <li>• How well did the author describe the new ideas in what you just read?</li> <li>• If the author asked you what she could have done differently or better to help other students understand, what would you tell her?</li> <li>• How might (character) behave in the future based on her experience in this story?</li> </ul>
<b>Step 2: Develop discussion questions that require students to think deeply about text.</b>		
<b>Discussion Questions</b>	Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details.	<ul style="list-style-type: none"> <li>• Why did _____?</li> <li>• What do you think _____?</li> <li>• If you were the author _____?</li> <li>• What does _____ remind you of and why?</li> </ul>
<b>Step 3: Ask follow-up questions to encourage and facilitate discussion.</b>		
<b>Follow-up Questions</b>	Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence.	<ul style="list-style-type: none"> <li>• What makes you say that?</li> <li>• What happened in the book that makes you think that?</li> <li>• Can you explain what you meant when you said _____?</li> <li>• Do you agree with what _____ said? Why or why not?</li> <li>• How does what you said connect with what _____ already said?</li> <li>• Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement.</li> <li>• What does the author say about that?</li> </ul>

- Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).

## Promoting Knowledge of Vocabulary through Interactive Read Alouds

Reading aloud to children provides a powerful context for word learning (Biemiller & Boote, 2006; Bravo, Hiebert, & Pearson, 2007). Books chosen for read alouds are typically engaging, thus increasing both children's motivation and attention (Fisher, Flood, Lapp, & Frey, 2004) and the likelihood that novel words will be learned (Bloom, 2000). As teachers read, they draw students' attention to Tier 2 words—the "high frequency words of mature language users" (Beck, McKeown, & Kucan, 2002, p. 8). These words, which "can have a powerful effect on verbal functioning" (Beck et al., 2002, p. 8), are less common in everyday conversation, but appear with high frequency in written language, making them ideal for instruction during read alouds.

- *Vocabulary Development During Read Alouds: Primary Practices*. Kindle, 2009



**Tier 3 Words:** Low-frequency words that are limited to a specific content domain. These words are best learned within the context of the subject matter.

Examples: continent, molecule, agricultural

**Tier 2 Words:** High-frequency words that are used across contexts. These words are used by mature language users and are more commonly found in text than in everyday speech. Tier 2 words are important for students to know to enhance comprehension of selected texts. **Tier 2 words are the best words for targeted explicit vocabulary instruction.**

Examples: hilarious, endure, arrange

**Tier 1 Words:** Words used in everyday speech. These words are typically learned through conversation and rarely require direction instruction.

Examples: happy, beautiful, come

- Adapted from *Bringing Words to Life* by Beck, McKeown, & Kucan, 2002.

### Examples of Tier 2 Words from Trade Books

Text	Vocabulary
<i>Bear Snores On</i> by Karma Wilson	lair, divvy, fret
<i>Where the Wild Things Are</i> by Maurice Sendak	mischief, gnashed, rumpus
<i>The Kissing Hand</i> by Audrey Penn	nuzzled, palm, scamper

## Teaching Vocabulary through Interactive Read Alouds

**Step 1:** Read the text closely and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier 2 words.

**Step 2:** Note which words are most significant to comprehending the plot or meaning of the text.

**Step 3:** Note which words have meanings that are easily conveyed by the story's context, such as through illustrations or dialogue.

**Step 4:** Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.

**Step 5:** Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will encounter in other settings. These are the words you should teach through **explicit instruction**.

**Step 6:** Create "kid-friendly" definitions for the words you'll teach explicitly, determine gestures that emphasize the words' meaning, and find visuals that supports students' understanding of the words' meaning.

**Step 7:** Revisit the rest of the words you identified. Determine which words' meanings can be conveyed quickly or through context and would be best taught through **implicit instruction**. Decide how you will convey the meanings of these words to your students, either by pointing to an illustration or stating a common synonym. Also, determine which words require explicit definitions and would be best taught through **embedded instruction**.

**Vocabulary Planning Sheet**

<b>Tier 2 Word</b>	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word (explicit, implicit, embedded)?

**Vocabulary Planning Sheet**

<b>Tier 3 Content Specific Word</b>	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word (explicit, implicit, embedded)?

## Vocabulary Routine for Explicit Instruction

- Say the word, teach pronunciation.
- Class repeats the word.
- Display the word with a visual, read the word, and say the definition using a complete sentence.
- Have the class say the word and repeat the definition.
- Use the word in a sentence: the context of the sentence should be something students know and can connect with.
- Add a gesture to the definition, and repeat the definition with the gesture.
- Students repeat the definition with the gesture.
- Have student partners take turns teaching the word to each other and using the word in a sentence they create.
- Explain how the word will be used in the text, either by reading the sentence in which it appears or explaining the context in which it appears.

Word:	Visual:
Student-friendly definition:	
Sentence (using familiar context):	
How the word is used in the book:	

Gesture:

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- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson and *Bringing Words to Life* by Isabel Beck

## Think Aloud Planning

Effective Strategy	Description	Think Aloud Stems
<b>Activating Prior Knowledge</b>	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	As I think about this topic, I know that...  From what I have already read, the meaning that I am constructing is...  The author's clues (or ideas) cause me to predict that...
<b>Questioning</b>	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	I wonder why...  I am curious about...  I am interested in learning how...
<b>Visualizing</b>	Students develop a mental image of what is described in the text.	As I read the author's words, I see...  As I am reading, the pictures that are forming in my mind are...
<b>Monitoring, Clarifying, and Fix Up</b>	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	One part that left me confused was...  One area that I will go back and reread is...  One strategy that I will use to help me understand is...
<b>Drawing Inferences</b>	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	Based on what I know and the text clues, I infer...  The text evidence and my own knowledge leads me to think that...
<b>Summarizing/ Retelling</b>	Students briefly describe, orally or in writing, the main points of what they read.	My understanding of the text in my own words is...  The passage says that... The main points from my reading are...

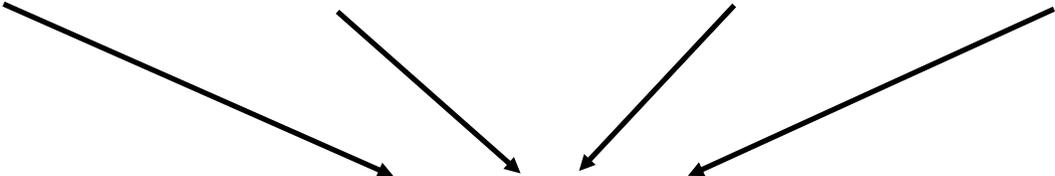
*-Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).*

**Text Synthesis**

Topic \_\_\_\_\_

**What I know about the topic...**

<b>What the resources say about the topic</b>			
Resource #1 Information	Resource #2 Information	Resource #3 Information	Resource #4 Information

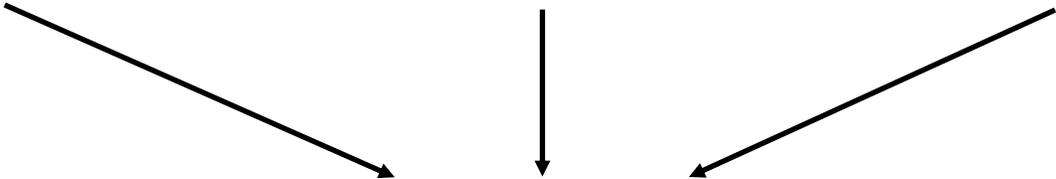


**My new thinking based on what I know and the information I have learned from the resources...**

Topic \_\_\_\_\_

**What I know about the topic...**

<b>What the resources say about the topic...</b>		
Resource #1 Information	Resource #2 Information	Resource #3 Information



**My new thinking based on what I know and the information I have learned from the resources...**

**Remember...**

All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

**What is a Culminating Task?**

A culminating task is an instructional activity that students complete after deep study of a text. The culminating task prompts students to think about the most important meanings presented in the text and gives them an opportunity to demonstrate their comprehension.

Culminating tasks help students build critical thinking and textual analysis skills, and give them meaningful practice in articulating and defining ideas, supported by evidence, through speaking, drawing, and writing.

An effective culminating task should:

- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent
- Be clear—not a “gotcha”
- Require textual evidence
- Pull from complex portions of the text
- Require analysis, synthesis, and evaluation of the text
- Require thoughtful reading and rereading of the text
- Should be a culmination of instruction that sets students up for success

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts</li> <li>Read words orally in connected text with fluency &amp; accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Specify, explain, show relationships; explain why, cause-effect</li> <li>Give non-examples/examples</li> <li>Summarize results, concepts, ideas</li> <li>Make basic inferences or logical predictions from data or texts</li> <li>Identify main ideas or accurate generalizations of texts</li> <li>Locate information to support explicit-implicit central ideas</li> </ul>	<ul style="list-style-type: none"> <li>Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</li> <li>Identify/ make inferences about explicit or implicit themes</li> <li>Describe how word choice, point of view, or bias may affect the readers' interpretation of a text</li> <li>Write multi-paragraph composition for specific purpose, focus, voice, tone, &amp; audience</li> </ul>	<ul style="list-style-type: none"> <li>Explain how concepts or ideas specifically relate to other content domains or concepts</li> <li>Develop generalizations of the results obtained or strategies used and apply them to new problem situations</li> </ul>
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Identify or describe literary elements (characters, setting, sequence, etc.)</li> <li>Select appropriate words when intended meaning/definition is clearly evident</li> <li>Describe/explain who, what, where, when, or how</li> <li>Define/describe facts, details, terms, principles</li> <li>Write simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Use context to identify the meaning of words/phrases</li> <li>Obtain and interpret information using text features</li> <li>Develop a text that may be limited to one paragraph</li> <li>Apply simple organizational structures (paragraph, sentence types) in writing</li> </ul>	<ul style="list-style-type: none"> <li>Apply a concept in a new context</li> <li>Revise final draft for meaning or progression of ideas</li> <li>Apply internal consistency of text organization and structure to composing a full composition</li> <li>Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate how multiple themes (historical, geographic, social) may be interrelated</li> <li>Select or devise an approach among many alternatives to research a novel problem</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply) to a familiar task), or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words</li> <li>Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use</li> <li>Apply basic formats for documenting sources</li> </ul>	<ul style="list-style-type: none"> <li>Categorize/compare literary elements, terms, facts/details, events</li> <li>Identify use of literary devices</li> <li>Analyze format, organization, &amp; internal text structure (signal words, transitions, semantic cues) of different texts</li> <li>Distinguish: relevant-irrelevant information; fact/opinion</li> <li>Identify characteristic text features; distinguish between texts, genres</li> </ul>	<ul style="list-style-type: none"> <li>Analyze information within data sets or texts</li> <li>Analyze interrelationships among concepts, issues, problems</li> <li>Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text</li> <li>Use reasoning, planning, and evidence to support inferences</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes</li> <li>Analyze complex/abstract themes, perspectives, concepts</li> <li>Gather, analyze, and organize multiple information sources</li> <li>Analyze discourse styles</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	<ul style="list-style-type: none"> <li>Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions)</li> <li>Decide which text structure is appropriate to audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Cite evidence and develop a logical argument for conjectures</li> <li>Describe, compare, and contrast solution methods</li> <li>Verify reasonableness of results</li> <li>Justify or critique conclusions drawn</li> <li>Synthesize information within one source or text</li> <li>Develop a complex model for a given situation</li> <li>Develop an alternative solution</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, &amp; completeness of information from multiple sources</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> <li>Synthesize information across multiple sources or texts</li> <li>Articulate a new voice, alternate theme, new knowledge or perspective</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept</li> </ul>			
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce				

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For full article, go to [www.nciea.org](http://www.nciea.org)

Hess, K., Carlock, D., Jones, B., & Walkup, J. (2009). What exactly do "fewer, clearer, and higher standards" really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments. In Hess' Local Assessment Toolkit: Exploring Cognitive Rigor. Available (online) [http://www.nciea.org/cgi-bin/pubspage.cgi?sortBy=pub\\_date](http://www.nciea.org/cgi-bin/pubspage.cgi?sortBy=pub_date) Educational Research and Action.